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AUTHOR Cramer, Ray; Liberty, Susan
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ABSTRACT

Prepared by the Developmental Skills Committee at Fresno City College (FCC), this report proposes a program of skills instruction and services for underprepared students. Following a historical background, the report defines the underprepared student and outlines the assumptions about budget, course sequencing, and responsibility for curriculum development which underlie the recommendations. The report continues with recommendations for methodology, which stress the need for both lecture and laboratory experiences, mastery learning, and clear course objectives. Descriptions are then provided of specific courses in English and mathematics and guidance and readiness work in major fields (i.e., science, health, business, social science, technology, and humanities). Next, the report presents recommendations for assessment, placement, and the determination of course prerequisites. A required counseling component and a probation policy for students whose progress is unsatisfactory are outlined in the next section of the report, which is followed by recommendations for awarding credit for developmental work. After providing job descriptions for necessary staff, the report concludes with recommendations for implementing the program, which suggest funding sources. The appendices describe current probation policies at FCC, profile the underprepared student, and describe services currently offered by FCC for high-risk students. (KL)

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A PLAN FOR IMPROVING INSTRUCTION AND SERVICES FOR DEVELOPMENTAL SKILLS STUDENTS AT FRESNO CITY COLLEGE

Submitted to
Dr. C. M. McCully
President, Fresno City College

by
Developmental Skills Committee
Dr. Ray Cramer, Chairperson
Susan Liberty, Grant Project Director
April 30, 1981

JC 810 584

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ABSTRACT

In 1978, Dr. C.M. McCully established the Developmental Skills Committee at Fresno City College, directing it to make recommendations for the improvement of developmental skills instruction and services. In fulfilling its six objectives, this committee has precisely defined the developmental skills student population and detailed a humane, comprehensive, and coordinated system of instruction and services for these students. This proposal denotes specific and extensive curricular and services changes in present practice. It also addresses the topics of instructional methodology; of placement, grading, and progress of developmental skills students; and of credit and credit limitations applicable to developmental skills classes. Moreover, the proposal discusses management, staffing, and staff development for developmental skills personnel as well as discussing the means for and method of implementing the comprehensive and coordinated system.

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RECOMMENDATIONS OF THE DEVELOPMENTAL SKILLS COMMITTEE REGARDING IMPROVEMENT OF INSTRUCTION AND SERVICES FOR DEVELOPMENTAL SKILLS STUDENTS AT FRESNO CITY COLLEGE

I. Historical Background

For the past decade, the number of underprepared students attending our college has grown perceptibly. These students lack basic skills in reading, writing, and mathematics and may also lack sufficient background in social, physical, and biological sciences, literature, or other areas. As the number of these underprepared students has increased, so has the college's concern and response. Some of our staff have questioned the wisdom of recruiting students for whom we may not have adequate programs. Others have asked if we should be trying to be all things to all people. Still others have pointed to poor retention rates in numerous classes and have argued that this is the result of improper placement, inadequate curriculum, and poor instruction.

The college's efforts to provide students with meaningful courses and services have included developing new courses in reading, writing, mathematics, and study skills as well as supporting Enabler and EOP&S programs, a comprehensive Learning Resources Center, and assessment and tutorial services. Despite these efforts--or perhaps because of the promise inherent in them--committees (particularly the Retention Committee and the Faculty Senate) and individuals have voiced the need for a more humane, comprehensive, and systematic method for working with these unprepared students and for better coordination among all aspects of our educational program for them.

In 1978, in response to a recommendation by Dr. Ellish, Dr. McCully established the Developmental Skills Committee, directing it to "undertake the development of a proposed statement of the committee's charge for consideration by the College administration." Furthermore, the Developmental Skills Committee was to study the college's "programs and services related to developmental skills and to make recommendations for improvement of these programs and services as indicated by the findings of the committee."

By May, 1979, the Developmental Skills Committee, composed of counselors, basic skills instructors, and management personnel, presented a five-part charge to Dr. McCully. In summary, the committee recommended that it be reconstituted to

1. develop a definition of the underprepared student,
2. indentify and list current developmental skill courses and services,
3. recommend any new courses and services needed for developmental skills students,
4. develop a position paper regarding developmental skills instructional staff,
5. develop recommendations regarding a grading system and units and credits for developmental skills courses.

Reconstituted, the Developmental Skills Committee began immediately to work on the first two parts of its charge while simultaneously considering the other three parts. Although a good start was made by mid-spring, 1980, it became clear that more than spare-time effort by committee members was necessary to complete the entire committee assignment in a reasonable amount of time. Consequently, at the urging of Mr. Al Herrera, Ms. Susan Liberty wrote an Instructional Improvement Grant proposal for funds to construct a model for establishing developmental skills programs. It was the intent of Ms. Liberty, Mr. Herrera, and others who

helped write the project that it be constituted in a manner which could allow the process of completing the committee's charge to serve as a trial run for developing a prototype procedural model. The project was approved for funding in the summer of 1980, but for a considerably reduced monetary figure from what was requested. As a result, it was necessary to scale down the original plan.

Project activities began in the fall of 1980. Ms. Liberty was named project director, Dr. Ray Cramer, the management coordinator. The task of carrying out project work was placed in the hands of a Project Committee composed of two reading and writing specialists, Messrs. James Ruston and Charles Lynes; a mathematics specialist, Mr. James Ross; two counselors, Messrs. Frank Quintana and John Ryska; and Dr. Cramer and Ms. Liberty, chairpersons. Prior to establishment of the Project Committee, the idea for such a committee and the proposed membership was submitted to the Developmental Skills Committee for its consideration and its recommendation as to how these two committees should relate. It was decided that the members of the Project Committee would become members of and serve as a working committee for the Developmental Skills Committee. Further, it was decided that the Developmental Skills Committee would serve in an advise-and-consent capacity for the Grant Project Committee in matters pertaining to the Developmental Skills Committee's charge. During the year, the Project Committee has met, when possible, on a weekly basis, while the Developmental Skills Committee has met on an average of once each month.

The proposal that follows comprises the Developmental Skills Committee's recommendations to Fresno City College for the improvement of instruction of underprepared students attending our institution.

II. Scope of Recommendations

A. The recommendations concern developmental skills students. A developmental skills student is one who either

1. scores below the twentieth percentile on either the reading or writing placement tests in English [1]

or

scores below the fiftieth percentile on the computation test in math [2]

or

2. has an academic status code of E through N (see appendix 1)

or

3. has graduated from high school within the preceding three years with a GPA of less than 2.00

B. The following assumptions made by the committee affect all subsequent recommendations:

1. Budgetary Constraints. The proposals of this committee must take into account campus budgetary constraints on the amount of new money available to fund proposed courses and services above the present level of funding for currently available courses and services for developmental (d.s.) students.[3]

2. Sequential Progression. The courses of study of a developmental program in general and in each discipline in particular should be stratified according to levels of difficulty so that students can

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[1] Comparative Guidance and Placement Program: English Written Expression and Comparative Guidance and Placement Program: Reading, Educational Testing Service.

[2] Comparative Guidance and Placement Program: Mathematics Computation, Educational Testing Service.

[3] The abbreviation d.s. will be used to signify the term developmental skills when this term is used to describe students, courses, or programs.

progress sequentially in a smooth and continuous manner from one course level to another. The required achievement that leads to placement and advancement should be clearly defined and easy to understand.

3. Responsibility for the Development or Revision of Courses. Although the Developmental Skills Committee, through its study and deliberations, has acquired considerable knowledge about developmental skills education, the responsibility for developing the actual curriculum of new courses belongs to staff members teaching in the discipline. However, because the subject matter in d.s. education overlaps lines among disciplines, interdisciplinary cooperation and involvement should be encouraged to insure the soundness of a course's curriculum for these students.

III. Recommendations: Methodology

A. Lecture/Laboratory Courses. The Developmental Skills Committee recommends that, where possible, d.s. courses be lecture/laboratory combinations. Students for whom these courses are proposed need to learn how to learn in lecture/discussion classes because coursework at more advanced levels is usually accomplished through the lecturing process. However, because they are learning how to learn, these students also require the directed, supervised study a laboratory provides.

B. Mastery Learning. The Developmental Skills Committee recommends that, where possible, d.s. courses be taught by the mastery system; that is, the material is presented in small, discrete, sequential units with well-defined performance objectives and with progression to the next unit or level dependent on meeting performance objectives. The rationale for this recommendation is that d.s. students can not afford to spend time learning how to learn in a trial and error fashion. Because they are not skilled students, they are not able to judge accurately their performance and determine what they need to know and to do in order to learn. When the complex mass of what needs to be learned in a course is broken into its small, discrete, sequential components, learning becomes a matter of putting one foot in front of the other, rather than attempting the huge broad jump or pole vault that many poor students feel the process of learning is.

C. Explicit Denotation of Content and Objectives of Remedial Classes. The Developmental Skills Committee recommends that whatever the methodology of particular d.s. courses, the content and objectives of each course be clearly spelled out and promulgated for three audiences: (1) the

teacher of the course, (2) the counselor, advisor, or administrator who directs students into these courses, and (3) the student who needs remediation.

IV. Recommendations: Courses

A. English

1. The Developmental Skills Committee recommends for native speakers of English two sequential levels of study in the areas of both reading and writing. These two levels should precede English 51 and should be established by revising English 50/56 and 77.

Each revised course should address writing and reading in such a way that one course follows from the other and so that completion of the second level of study provides the student with the knowledge and skill to enter and be successful in English 51. The first level should be constructed around the assumption that some students entering the course will be functionally illiterate, and the second should end at a point where those who successfully complete the course will have at least the minimum competency necessary in reading and writing skills to be successful in English 51.

The task of determining how the work is broken up and what level of reading and/or writing competency divides one from the other belongs to those revising the courses. However, to effect this recommendation for two levels of English classes prior to English 51, the Committee strongly urges that (1) English 50/56 and 77 (which presently stresses reading problems and has no counterpart for writing problems) be revised to include newly identified and uniform performance objectives for each level, (2) that the revised English 77, Reading Readiness, include writing readiness as well as reading readiness at this level, and (3) the line of demarcation between the two levels in terms of difficulty and sophistication be set at a point such that establishing eligibility for the higher level of the two would also serve as a prerequisite for equivalent level courses in other disciplines.

2. In addition to these two levels of reading and writing courses for native speakers of English, the Developmental Skills Committee recommends the development of a sequence of study for students who meet both of the following conditions: (1) they are not native speakers of English and (2) their limitations in English are such that they would be unable to succeed in English 51. The levels should be consecutively structured, with placement determined by scores on the English-as-a-second-language placement test. The levels should be stratified in such a way that students mastering the highest level of instruction will be eligible for and have the skills required for success in English 51. Finally, the number of levels and courses should be sufficiently great in number so that an average secondary school graduate who is a non-native speaker of English could realistically progress sequentially in a smooth and continuous manner from one level of difficulty and sophistication to the next higher level.

3. The Developmental Skills Committee recommends the development of a laboratory-based, prescriptive system of learning skills modules in reading and writing to supplement instruction in the study of English. These modules are intended for a variety of students who need supplementary study to progress. For example, functionally illiterate students often progress too slowly to persist in their classes. Other students may need just a small amount of review to be ready to enroll in courses at a more advanced level. Still others are willing to expend the time and effort necessary to make up a deficiency if they are allowed to progress at their own rate. Each module should contain lessons and materials encompassing a wide range in levels of difficulty and sophistication with this range clearly sequential in terms of the knowledge and skill

required to meet objectives. Examples of possible modules in writing skill development include spelling, diction and vocabulary, grammar and usage, sentence syntax, sentence combining, and paragraph structure and organization. Examples in reading skill development include using context clues, locating main ideas, determining sequence, and drawing conclusions. These modules should be considered an adjunct to d.s. classes and be designed so that a student's specifically diagnosed weakness in an area of reading or writing can be remediated by instructor-supervised, self-paced, independent study.

4. When numbers permit and where it is reasonable and consistent with good pedagogical practice to do so, the Developmental Skills Committee recommends that special-emphasis sections continue to be offered for groups of students with common backgrounds. These sections should be taught by people who have had training for working with these groups. Examples of special section classes are (1) English-as-a-second-language courses for students having Spanish as a first language and (2) a beginning level course primarily for native speakers who have learning disabilities. In no case, however, should the standards of achievement for students in these courses be different from those in their non-specialized counterparts.

B. Mathematics

The Developmental Skills Committee recommends adding to the current Math 70 an open entry/exit, laboratory based, prescriptive component of supervised practice to be required for all students not making satisfactory progress. This component should be tied to Math 70 in such a way that units of credit received for Math 70 are contingent upon fulfilling prescribed study and practice requirements.

Although the Developmental Skills Committee believes that the

department and instructors are the ones who should determine the criteria and the method of implementing this requirement, the Committee strongly urges the development of this component for those students in Math 70 who are so poorly motivated, so frustrated and discouraged, or so severely deficient that withdrawal from the class is probable.

C. Readiness Courses

The Developmental Skills Committee firmly believes that in order for this institution to increase its success in retaining d.s. students and preparing them for college-level work, all disciplines need to contribute to the effort. To hold English or mathematics instructors and departments entirely responsible for the development of reading, writing, and computing competency, so that underprepared students must overcome their deficiencies with only intensive study in English or mathematics classes, is to burden these instructors and students with unrealistic expectations and with bleak prospects for success. Furthermore, because underprepared students are handicapped by inadequate reading, writing, and computing skills, they also are generally handicapped by having little knowledge or background in the social, physical or biological sciences or in literature, business, or other areas of college study. This lack of background impedes their success in learning in college courses in these areas, even after their English and math deficiencies are remediated. And certainly for students who are in the process of overcoming reading, writing, and computing deficiencies, college courses which rely to any significant degree on the use of these skills are inappropriate.

The Developmental Skills Committee, therefore, recommends the development of readiness courses in each division. The instructional material and requirements for successful completion in these courses should be consistent with d.s. student ability. That is, reading, writing,

and computing required in these courses should be such that students who are eligible for only our present English 50/56 and Math 70 courses could perform tasks in a readiness course without working at high frustration levels and low levels of understanding. These readiness courses should stress the specialized vocabulary and the methods of thinking and working in that subject as well as key introductory concepts. The courses should teach students how to use equipment and materials typically used in the area of study. Most important, these readiness courses should teach students how to read, write, take notes, study, and learn in the subject area.

The Developmental Skills Committee suggests the following as examples for the divisions/departments and the institution to consider:

1. Science Readiness

   Because laboratory science courses are difficult requirements for many students, because biology and chemistry courses are requirements for entry into or for study in health care programs which are attractive to many underprepared students, and because these students are frequently handicapped by having had no laboratory science education prior to coming to Fresno City College, the Developmental Skills Committee suggests the development of a biology readiness course and a chemistry readiness course.

2. Health Careers Readiness

   The health field encompasses numerous career opportunities, the majority of them (respiratory therapist, for example) being career possibilities of which many underprepared students are unaware. Moreover, the demand for health care professionals frequently outstrips the supply, so study in this area is

highly attractive to disadvantaged students as well as to agencies such as C.E.T.A., C.W.E.T.A., and the Department of Rehabilitation. Because the number of underprepared students among these disadvantaged students is significant, the Developmental Skills Committee suggests a health careers readiness course which, in addition to teaching requisite learning skills for successful entry into health career fields, would use as the subject matter for the teaching of these skills the exploration of career opportunities and requirements.

3. Business Readiness

The rationale for business readiness courses is similar to the rationales for the health career and science readiness courses discussed above. As in the health care field, disadvantaged students are drawn to careers in business. However, these students are unaware of business career possibilities and requirements or, if aware, are performing reading, writing, and computation tasks at an English 50/56 or Math 70 level or below. Therefore, they are so underprepared in basic skills that they cannot possibly succeed in the technical areas of beginning bookkeeping, accounting, economics, or perhaps even typing, usual requirements for careers in business.

The Developmental Skills Committee, therefore, suggests the development of courses in accounting readiness and in economics readiness which treat the subject matter of accounting and economics at a level these students can cope with and also which will develop reading, writing, and calculating competencies

The Committee also suggests the development of a typing course specifically for underprepared students in which the proficiency in terms of words per minute and the variety of typing tasks the student is expected to master are scaled down from the requirements of the present introductory typing class. This would make possible developmental study in the spelling, reading, and writing skills which underpin the ability to type well. Skyline College in San Bruno would provide a model for such a course.

4. Social Science Readiness

As in the laboratory sciences, many underprepared students are handicapped by having learned little, if anything, in the social sciences prior to coming to F.C.C. They have little or no base upon which to build. The specialized vocabularies and methodology and the typical materials and concepts are foreign to their experience. Their ability to study and learn is underdeveloped. Social science readiness courses are necessary to introduce students to the subject matters of psychology, sociology, anthropology, and political science, using materials and assignments that are appropriate for developmental students in terms of reading level and writing proficiency required to perform and learn successfully. The Developmental Skills Committee, therefore, suggests the development of social science readiness courses.

5. Technical Career Readiness

As with business and health arts, the technical/industrial division of the college presents a number of attractive career

possibilities for disadvantaged students. However, many of these students are so underprepared in reading, writing, and computing skills that the goal of successful program completion leading to job placement in the technical/industrial fields evades them. They are handicapped in developing technical skill and competency because they lack the requisite communication and calculation skills and competencies. These students are further handicapped by two major areas of constraint: (1) class schedules that allow little or no time for remediation once they embark on the roads leading to certificates and (2) personal constraints that severely mitigate against successful remediation prior to embarking on that road. For example, if the student cannot start and succeed in the automotive program immediately, he/she does not want to attend F.C.C.

Given these two major constraints, the Developmental Skills Committee suggests for courses in such areas as automotive, electricity and electronics, police and fire sciences, drafting, architecture, and building construction technology, the addition of an open entry/exit, laboratory-based, prescriptive component, structured for individualized, mastery learning of skills to be required for all students not making satisfactory progress. As with the recommendation above, concerning the addition of such a component for Math 70, the task of determining the criteria and the method of implementing this requirement belongs to the division, departments, and instructors; however, the Developmental Skills Committee does suggest not only developing this component, but also tying this component to courses in such a way that units of credit received for an

electronics course, for example, would be contingent upon the student's fulfilling the prescription in this component when it is required. The Committee further suggests that the subject matter used in this component to develop reading, writing, and calculating skills be drawn from the discipline area represented by the student's vocational program.

6. Humanities Readiness

Underprepared and/or disadvantaged students frequently have had little or no meaningful experience with art, music, dance, drama, or literature. Often any experience that they have had has been negative and has been associated with the teaching of English, about which many say, "English was my worst subject." Thus, the Developmental Skills Committee suggests the development of a humanities exploratory course to develop the student's general appreciation of the expressive and interpretive arts and to increase visual and auditory literacy. Such a course could emphasize experiencing the arts (by attending exhibits, concerts, or staged performances, for example) and comparing media for expression. Folk arts and popular culture could also be incorporated as long as negative evaluation of their cultural worth does not negate the value of expression in these forms, too. Reading and writing requirements should be such that English 50/56 students could reasonably be expected to meet them successfully.

D. Guidance Courses

In its investigation regarding d.s. students, the Developmental Skills Committee agreed early in its deliberations on a definition of the d.s. student, in which the second part denotes that a d.s. student

is one who "lacks the psychological and emotional characteristics necessary for success in college."[1] Although the Committee thinks that its recommendations above, concerning English, mathematics, and readiness courses are necessary, the Committee affirms that these kinds of courses alone are not sufficient.

In its analysis of courses currently offered by F.C.C. that may be appropriate for d.s. students, the Committee determined that portions, if not the entirety, of the following courses do address themselves to the problems posed by d.s. students who lack the psychological or emotional characteristics necessary for success:

Developmental Services 59,
Differential Learning Diagnosis;

Developmental Services 61,
Academic Survival;

Developmental Services 65,
Individualized Instructional Problems;

Home Economics 71,
Interpersonal Life Skills;

Home Economics 72,
Consumer Life Skills;

Guidance Studies 50,
College Survival Skills.

The Committee also determined that the subject matters of Guidance Studies 51, Career Planning; Guidance Studies 52, College Study Skills; and Guidance Studies 53 AB, Group Dynamics and Self-Understanding, are definitely appropriate for d.s students. However, these courses, as currently taught, usually have implied skills prerequisites in reading and writing that exceed the ability level of d.s. students.

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[1] Appendix 2, "The Underprepared Student: A Profile/Definition," p. 1. Pages 3-4 specify these psychological and emotional characteristics in detail.

The Developmental Skills Committee therefore recommends the development of orientation and guidance courses specifically for d.s. students. The instructional material and requirements for successful completion in these courses should be consistent with d.s. student abilities. The areas of study to be developed should include career planning, study skills, group dynamics and self-understanding, attitude adjustment, values clarification, goal setting, orientation to college and campus life, and other areas of study that will assist d.s. students to overcome deficiencies that impair their successful performance.

V. Recommendations: Placement of Students in Courses

A. Student Assessment Service

Examination of the services provided by F.C.C. for its students (see Appendix 3, "Narrative Description of Currently Offered Services for the Underprepared Student") reveals an extensive range of necessary services for developmental students. However, conspicuously missing from this list is a comprehensive program of assessment that can permit early identification of high risk students, thus allowing pre-crisis intervention, rather than relying on crisis intervention. This is not to say that the institution does not assess students. We recently began to require placement testing for all students desiring to take designated English or math courses. Also, we have in-depth assessment for all Enabler students and for any student referred to Enabler Services for testing, as well as interest and aptitude testing for career counseling for students who enroll in guidance studies classes, who go to the Career Center, or who consult with Enablers.

While acknowledging this capability, the consensus of the Developmental Skills Committee is that all too frequently the d.s. student population has been underserved, in that too few are actually assessed in any one of these three ways. Faculty and students alike have a low level of awareness of our capability to assess students. Many of us on the Developmental Skills Committee, for example, have only very general and vague knowledge about what batteries of tests are available; who gives and interprets them; how, when, where and for whom this function is performed; what circumstances indicate that referral for testing is necessary; and how the findings are used and disseminated to benefit the person being tested.

In order to serve d.s. students more effectively, the Committee thinks that a highly visible, more readily usable assessment program is

necessary. In addition to accomplishing the obvious goal of early identification of d.s. students so that they are placed in classes consistent with their abilities and interests, the Committee believes that modification of our present assessment efforts could also accomplish the following desirable outcomes:

1. all staff, in general, and instructors, in particular, could be informed and aware of this service and the circumstances that would indicate the need for assessment;

2. the process for making a referral or for self-referral would be simple and easy to effect;

3. the testing process, including interpretation and evaluation of results, would, in the majority of cases, require a short time span and thus provide quick and ready information for advising most students;

4. the public would know that people attending F.C.C. can learn about their interests and abilities and can be assisted in setting or modifying academic and career goals consistent with these interests and abilities and in determining what course of study should be pursued to reach these goals.

Toward this end, the Developmental Skills Committee recommends that serious consideration be given to the development of a highly visible, readily usable assessment program. Specifically, the Committee recommends that all assessment activities, whether placement testing, career interest and aptitude testing, or in-depth diagnostic testing, initiate from a single, centrally accessible location, preferably in the Student Services area.

Moreover, in order to provide the needed coordination among the various components of such an assessment program and to insure efficient and effective service for the students for whom this service is offered, and for instructors, counselors, and support staff for whom the data is necessary to better advise and counsel students, the Developmental Skills Committee recommends that one person be charged with overseeing all aspects of assessment and that sufficient

staff be available so that testing services could be obtained Monday through Thursday between 9:00 a.m. and 8:00 p.m. and on Friday from 9:00 a.m. to 4:00 p.m.

Furthermore, the Committee recommends the investigation of the availability of categorical funds to support such an assessment program. In particular, the possibility of using AB 2670 funds for supporting the major portion of an assessment program as well as providing support services for handicapped and learning disabled students should be considered.

Finally, in order to document the legitimate use of categorical funds and in order to insure timely and adequate dissemination of test results for maximum benefit to students and staff, the Committee recommends the development of audit procedures for tracking both funds and student placement recommendations.

B. Placement Testing for Course Enrollment

The Developmental Skills Committee believes that all students should be placed in classes that are consistent with their level of ability to perform and learn and should be required to remediate reading, writing, and/or calculating skill deficiencies that deter successful pursuit of their educational objectives and goals at college. An ideal placement testing program would accurately assess skill levels and enable us to place students in classes consistent with their abilities, skills, and interests. However, many variables inherent in testing, teaching, and learning mitigate against totally accurate prediction of student success in courses which may be required to remediate deficiencies. Thus, any process which attempts to place students in such classes is fraught with difficulty and subject to error and, therefore, criticism.

Despite the inherent problems, the campus has implemented a placement testing program. In this program students must meet score prerequisites to establish eligibility to enroll in designated English or math courses. With the new on-line computerized registration system to be effected this summer, our ability to insure that these prerequisites are fulfilled will be increased. However, our present placement testing system is not sufficient to prevent d.s. students from enrolling in classes that require skills far beyond their level of competency.

Early identification of deficiencies is necessary for pre-crisis intervention instead of relying on post-crisis intervention. It would be ideal to have all new students tested. However, constraints posed by off-campus classes, by part-time students, and by increasing financial restraints are such that the Committee cannot recommend that every new student be assessed.

In view of these considerations, the Developmental Skills Committee recommends that all students enrolling in seven or more units for the first time be assessed.

Moreover, the progress probation system to be effected in the 1981-82 academic year works in such a way that the fewer units attempted the greater the danger that students who withdraw will become subject to progress probation. Therefore, the Committee recommends that any student enrolling in fewer than seven units be required to provide evidence of fulfillment of skill prerequisites for these courses which specifically require them; placement test scores should be used as one means of determining the eligibility to enroll.

Furthermore, for those students who are denied enrollment by placement test procedures, the Committee recommends that a review process be developed by which students may petition to have test score placement requirements waived for good cause. The review process would take into account factors other than test results, factors which would be evaluated to determine the students' chance for success in the desired class(es). This review should be conducted by faculty qualified to make these kinds of judgments. Also the process should provide the means to evaluate the validity and reliability of professional judgment when that, rather than test scores, determines placement.

C. Application of Course Prerequisites

Students who lack the necessary basic skills required for success in college-level work are frequently confronted with assignments and materials that demand reading, writing, or calculating skills which greatly exceed their ability to perform. Obviously, the resulting

frustration is, in the course of time, both debilitating and counter-productive. The Developmental Skills Committee thinks that this frustration and disillusionment contributes significantly to the high rate of student withdrawal not only from individual classes but also from the college, at least for the duration of the semester.

The use of implied skills prerequisites currently in effect for many courses in our curriculum is not functioning adequately. Significant numbers of students enroll in classes that are inconsistent with and inappropriate for their abilities to perform with any reasonable expectations of success. To deter d.s. students from foundering in such courses, the Developmental Skills Committee thinks that students should be informed of skills prerequisites. That is, the Committee agrees that determining the necessary skills level to perform successfully in a course and specifying this level in terms of corresponding English or math course eligibility prerequisites is appropriate for those courses which rely to a susbtantial degree on reading, writing, and/or calculation. However, the Committee also strongly affirms that the application of any skills prerequisites should be determined by the instructors in a department or division and be subject to the usual campus approval process.

The Developmental Skills Committee, therefore, recommends, for all courses with implied skills prerequisites, a system of denoting levels of sequentially difficult categories of courses. These category levels would be defined by their relationship to the ladder of skills level inherent in corresponding English or mathematics courses. The level one category would contain all courses appropriate for students with minimal ability and skill in reading, writing, or arithmetic. The level two category would contain all readiness courses and other courses appropriate for students whose reading, writing, or

arithmetic abilities do not qualify them for placement in the next higher category, that is, the level that would include English 51, Math 50, and other courses that meet graduation requirements. The following chart, using present courses as possible examples only, illustrates the concept being recommended:

	English Eligibility Equivalent	Math Eligibility Equivalent	Example Courses
Level 1 (d.s. level)	English 77	Math 70	Developmental Services 65
Level 2 (d.s. level)	English 50/56	Math 70	Readiness Courses Guidance Studies 50 Home Economics 71, 72
Level 3	English 51 English A	Math 27A, 50 General Office 53 Industrial Education 60A	Guidance Studies 51, 52, 53AB Political Science 60
Level 4	English 1A	Math 40 Math 5A	Biology 1 Chemistry 1A History 11, 12

Furthermore, the Committee recommends, for all courses relying to a substantial extent on reading, writing, or calculating, that skills prerequisites be denoted and phased in with the placement testing program during a period of two to three years.

In addition, because the use of placement test scores as the sole means of determining the fulfillment of such skills prerequisites would be unduly cumbersome and expensive, the Committee recommends that this skill prerequisites system also include the use of previous courses completed with a grade of "C" or better as a means to establish eligibility for entry to courses.

Finally, the Committee recommends continual evaluation of the placement testing program for the purpose of making needed adjustments to prerequisite scores or for modifying the procedures being used.

VI. Recommendations: Student Progress

A. Counseling Component

Early identification of d.s. students, together with providing appropriate instruction for these students, should enable F.C.C. to work more effectively with students who are handicapped by skill deficiencies. However, the Developmental Skills Committee is cognizant of the wide range of abilities and aptitudes inherent in the d.s. student population and of the many other factors that influence learning.

Among the population of d.s. students are those who, though beginning their studies at F.C.C. at the lowest level, are capable of acquiring the necessary skills to succeed at that level and progress to the next higher level; i.e., these students would be able to progress from level one or two classes (d.s. level) to level three classes within one or two semesters. However, other d.s. students, despite our best efforts, are incapable of mastering the requisite skills to progress to the next higher level, even after three or four semesters of d.s. courses.

In order to improve the college's ability to assist students who have difficulty progressing at a reasonable rate and to serve d.s. students more appropriately and consistently than we do now, the Developmental Skills Committee recommends the adoption of a required counseling component.

This required counseling component should be effected for all d.s. students who are not making sufficient progress in a d.s. course to master the course's objectives within the semester or who do not qualify to progress to the next higher level of courses at the end of the semester. Moreover, this requirement for counseling should be enforced by denying a student for whom the requirement is specified the right to further enrollment until the student evidences "good faith" in meeting this counseling requirement.

Furthermore, because the purpose of this component is to assist students to progress, this required counseling should be performed by staff qualified and skilled in (1) determining the need for further assessment, (2) analyzing and interpreting test and interview data, (3) directing students to appropriate supplemental and support activities and resources, (4) evaluating student progress in the fulfillment of recommendations, (5) assessing the effectiveness of the recommendations being prescribed to assist students, and (6) counseling students so that productive behavior is elicited and enhanced and counter-productive behavior is discouraged.

B. Progress Probation

In discussions of issues and problems that arise as a result of the community college open-door policy, faculty and staff frequently refer to the student's "right to fail." Frequently recognized, also, is the fact that in granting the right to fail, the college's open door often functions as a revolving one for a significant number of students who are not prepared for college-level work. The Developmental Skills Committee believes that a revolving door approach ill serves the students, the college, and the community, not only because of its monetary cost but also because of its damage to student, faculty, and institutional self-esteem.

The recommendations of the Developmental Skills Committee are the result of that Committee's conviction that, while our college grants our students the right to fail, the institution also needs to take reasonable steps to assist the many underprepared students who enter this college's open door. Thus, the model that we are recommending does not close the open door at the point of admission, but it does control entry to designated classes. However, the problem of repeated failure to progress must also be addressed because a student's repeated failure to progress in this recommended system signals quite clearly that this institution's reasonable efforts to

remediate skills deficiencies are not succeeding. Instead of allowing a perpetual right to fail, the Committee thinks that at some point we would better serve students by refusing further enrollment and, when appropriate, by referring them to other agencies better able to serve their needs.

Thus, in addition to the adoption of the component of required counseling, the Developmental Skills Committee recommends that d.s. students who complete a second semester of study without achieving progression to the next higher level of classes be subject to progress probation procedures.

One approach suggested by the Committee for consideration as a means to implement this recommendation would be to adopt a progress probation system that includes the grades of "D" and "F" in the calculation of percentage of units not completed. Such a progress probation system, utilizing all "D", "F", "W", "WU", "NP", and "I" grades to determine the percentage of units not completed, would demonstrate progress more accurately and would, as a result, give the college the means to disqualify students who thus prove unable to benefit adequately from the instruction and services provided by the college.

VII. Recommendations: Credit and Credit Limitations for Developmental Skills Courses

A. Units of Credit for Developmental Skills Courses

The issue of granting units of credit for remedial study is differentiated at one end by the need on the part of the faculty and administration to protect academic and institutional integrity and at the other end by the need of a significant number of students for financial aid which is available only if a student is enrolled in a designated number of units each semester that the aid is awarded. This issue generally exerts a devisive and polarizing influence in discussions of units for remedial courses because both of these needs are important and defensible.

Traditionally, college courses are allotted units of credit according to the average time spent on classwork. For a lecture class where a student is traditionally expected to spend two hours in preparation and learning outside of class for each hour of classroom instruction, 16 to 18 in-class hours per semester generate one unit of credit. For laboratory classes, the majority of the work occurs in the laboratory; i.e., an instructor supervises student practice and application of theoretical knowledge with minimal demands for preparation and learning outside the lab class. In this instance every 48 to 54 hours of instruction generate one unit of credit.

Many instructors believe that credit should be based, at least in part, on the level of sophistication of course content. On the other hand, the amount of time and effort required for successful learning in a class, rather than the level of sophistication of the content, is the measure of "academic rigor" from the student's point of view. Moreover, this definition is supported by the traditional formula for unit determination. These

considerations about academic and institutional integrity, about academic rigor, and about the necessity for students to be enrolled in credit-bearing classes to be eligible for financial aid provide the basis for the Committee's recommendation.

The Developmental Skills Committee recommends that an appropriate number of elective units of credit be accorded each d.s. course and that the number of units be assigned in the traditional way.

B. Limitations on Units for Developmental Skills Study

At the present time, graduation from F.C.C. with an AA/AS degree requires that a student complete a minimum of sixty units with a 2.00 GPA in a pattern of study characterized by the following parameters:

1. a minimum of 20 units in a major,
2. a minimum of 15 units from designated courses in the general education core areas of science, social science, humanities and learning skills,
3. a minimum of 2 units in physical education,
4. a minimum of 2 units in health education, and
5. a minimum of 3 units in government.

Additionally, a student must demonstrate mathematics and English proficiency, either by achieving a designated score on the placement tests or by completing a designated English or mathematics course. For most students who do not meet these two competency requirements by testing, a minimum of six additional units would be required. Moreover, the newly adopted speech competency requirement will add an additional three units to the load of required courses for most students. Thus, 51 of the 60 units required for graduation are in designated course work, leaving a maximum of nine units for electives for all students who must demonstrate math, English, and speech profiency by course completion rather than by designated test results.

No developmental skills course is included in the "51 unit package" of

designated courses, but any course, including developmental skills courses, can be counted as an elective. The effect for most students is that a maximum of nine units of remedial/developmental skills course work can be used for graduation.

The Developmental Skills Committee recommends that all d.s. courses be categorized as electives and that a maximum of nine units of these elective units may apply toward the sixty units needed for graduation.

VIII. Recommendations: Developmental Skills Program Personnel

A. The Need for a Systematically Coordinated Program

Application of the definition of a developmental skills student (see page 4) in the 1980 fall semester revealed that of the 71 percent of full-time freshman students tested in English, 36 percent did not qualify for English 51 or 1A and qualified only for English 50/56 AB or 77. Moreover, this analysis of placement test data also revealed that 30 percent of the students tested qualified only for Math 70 or 70L. In addition, analysis of academic status code data revealed that approximately 500 students required special counseling because of poor high school grades and 1696 students (spring 1981 data) were on E through N academic probation status.

For this significant number of students who lack the necessary skills required for successful learning in college-level work, counselors and instructors experienced in working with d.s. students report that they also frequently lack motivation, favorable self-esteem, and specific goals. These students, therefore, are easily frustrated and disillusioned, and, consequently, frequently fail to persist in courses of study, thus contributing to the college's attrition rate.

In its investigation regarding d.s. students, the Developmental Skills Committee recognized that much of the frustration which led to the establishment of the Committee lay in the large number of d.s. students and the expense of supporting current efforts of questionable effectiveness in light of high attrition.

The preceding sections of the Committee's recommendations denote the components of a humane and comprehensive program of instruction and services for that one-third of our entering students who are not prepared for college-

level courses requiring basic academic skills. Briefly summarized, these recommendations include the following:

1. required assessment to identify d.s. students;
2. restricted enrollment in courses relying to a significant extent on reading, writing, or mathematics skills;
3. required placement in designated courses to remediate skill deficiencies;
4. development and implementation of two sequential levels of d.s. course instruction in English reading and writing skills for native speakers of English;
5. development and implementation of sequential levels of d.s. course instruction in English skills for students with limited English ability because their native language is not English (i.e. levels of courses in English as a second language);
6. development and implementation of a supervised laboratory component as an adjunct to Math 70;
7. development and implementation of readiness courses to be taught in each division;
8. development and implementation of appropriate guidance courses for d.s. students;
9. development and implementation of required counseling for d.s. students not making satisfactory progress in a course or in the d.s. program;
10. implementation of progress probation and disqualification procedures for d.s. students whose progress is unsatisfactory.

Implied in these recommendations is a commitment to the belief that d.s. student education is well-served by an approach that is multidisciplinary and interdisciplinary, an approach requiring responsibility shared by many instructional and service areas of our college. In terms of personnel for this comprehensive d.s. program, this approach would mean that Student Services should continue to be primarily responsible for the assessment, placement, counseling, and progress components and that the Office of Instruction through its divisions should be responsible for

instructional components. Specifically, the Humanities Division should be responsible for the recommended English and suggested humanities readiness courses, the MSE Division for the recommended Math 70 Laboratory and for suggested biology or chemistry readiness courses, Social Science, Business, T & I, and Health Arts and Sciences Divisions for the recommended readiness courses in those areas.

However, in addition to recognizing the value of a multidisciplinary, interdisciplinary approach, the Committee also recognized early in its deliberations that much of the existing frustration and lack of success is attributable to insufficient systematic coordination of present efforts. Consequently, the Committee believes that in order to serve the diverse needs of d.s. students more effectively with this comprehensive program, a systematic, formalized coordination of efforts is necessary.

Thus, in addition to the components required for a humane and comprehensive program for d.s. students, the Developmental Skills Committee recommends that these components be integrated to comprise a well coordinated system of instruction and services for d.s. students.

To achieve this coordinated system, the Committee urges implementation of the proposal below regarding management and staff.

B. Staff Components of a Systematically Coordinated Developmental Skills Program

In its thinking about the need for a systematically coordinated program, the Developmental Skills Committee envisioned what such a program would look like when implemented comprehensively, given the constraints posed by budget, facilities, and divisional organization structure.

The Committee sees as feasible a program led by a director who has direct and/or coordinating responsibility for all the components listed above. The Committee also envisions this program being implemented by instructors, counselors, paraprofessionals, and student aides working in and through division, counseling, or learning resources assignments in the performance of d.s. program duties and responsibilities. The Committee also envisions this staff including a developmental reading specialist, a developmental writing specialist, a developmental mathematics specialist, and a counseling specialist assigned full time to the d.s. program. Their duties not only would include teaching d.s. classes or acting as the certificated instructor-of-record for d.s. laboratory sections of classes or counseling of d.s. students but also would include assisting the director and the d.s. staff by providing appropriate training activities for other staff who are assigned to teach d.s. classes or counsel d.s. students.

The model envisioned can best be pictured briefly by thinking of a director responsible for coordinating <u>all</u> of the components of "treatment." The instructor and counselor specialists' full-time loads would include time to function as resource personnel as well as instructional or counseling personnel. Instructors and counselors assigned to teach d.s. program classes or counsel d.s. students would be responsible for

diagnosing weaknesses and formulating the "prescriptions" for d.s. classes, students, and staff to follow. The paraprofessionals and/or student aides, under the direct supervision of instructors or counselors, would carry out the fulfillment or assist in the fulfillment of the specific "prescriptions" being applied to remediate d.s. student deficiencies.

An outline of proposed duties and responsibilities for the director, the instructor and counselor specialists, and the paraprofessionals follows:

1. Director

The certificated instructional director of the developmental skills program is responsible for coordinating all components of the developmental skills program with supervisory responsibility--direct for some, shared for others as indicated below in the denotation of specific duties and responsibilities--for all d.s. program activities and for all professional and classified personnel in the d.s. program components. These components include:

a. assessment, placement, counseling, and progress programs and activities for d.s. students;

b. reading, writing, English-as-a-second-language, and mathematics laboratories and courses for d.s. students;

c. subject readiness courses for d.s. students in each division;

d. guidance courses for d.s. students;

e. tutorial and learning center services and laboratories for d.s. students.

The director's duties and responsibilities specifically include the following:

a. coordinating with associate deans and directors in

- developing the budget for d.s. instruction and services,

- developing class schedules,

- identifying staff and facilities assignments,

- preparing any job announcements for personnel whose assignment would include work with d.s. students.

- participating in the screening, interviewing, and selecting process for any new d.s. staff,

- evaluating personnel assigned to teach d.s. classes or laboratories or to counsel d.s. students,

- preparing d.s. course descriptions and revisions in d.s. courses;

b. managing the d.s. program, including

- budget that does not have to be coordinated through associate deans or directors,

- course curricula and materials,

- auditing and progress procedures for d.s. students which protect the integrity of any categorical funds that may be used,

- program evaluation,

- reports;

c. managing prescriptive laboratories for d.s. students;

d. directing the development and supervising and reviewing the implementation of staff development and in-service training programs for d.s. personnel;

e. coordinating with institutional personnel in the application for and administration of categorical and/or grant funds to supplement district outlay for d.s. program activities;

f. directing the development and maintenance of course, service, and program objectives and goals that insure fulfillment of the purpose(s) of the program as well as insuring that the program is cost effective;

g. developing and maintaining communications among personnel and components to insure the cohesiveness of the program;

h. coordinating with others in the development and maintenance of a system for continual evaluation of the validity of the placement testing program;

i. serving when needed as the instructor-of-record for d.s. laboratory courses or classes;

j. developing and maintaining a system of audit accountability for attendance, budget, and program integrity purposes.

2. Instructor Specialists

Under the coordinated supervision of the Director of Developmental Skills and the direct supervision of an Associate Dean of Instruction, an instructor specialist's assignment may include the teaching of d.s. courses in a division and/or serving as the instructor-of-record for part of the thirty-five hour per week full-time assignment in a d.s. laboratory. The assignment definitely includes responsibility for the following duties as part of the full-time load:

a. diagnosing students' learning skills, prescribing programs and materials to remediate skill deficiencies, and evaluating student progress in d.s. laboratory components;

b. developing and implementing mastery learning modules for d.s. class or lab instruction;

c. preparing instructional and learning assistance materials and study guides for lab instruction;

d. submitting pertinent records and reports to the director;

e. insuring the maintenance of attendance records, census rosters, pre- and post-testing records for lab instruction;

f. organizing and maintaining instructional and testing files, laboratory materials and supplies;

g. assigning and reviewing work of paraprofessional and student aide laboratory staff;

h. providing recommendations to the director in the areas of financing, budgeting, staffing and utilizing laboratory facilities;

i. developing and implementing appropriate orientation, staff development, and in-service training activities/ programs for d.s. program personnel.

3. Counselor Specialist

Under the coordinated supervision of the Director of Developmental Skills and the direct supervision of the Associate Dean of Student Services for Counseling and Guidance, the counselor specialist's assignment may include duties in the student services areas of assessment, placement, placement review, or d.s. required counseling. (Sections V and VI of this proposal denote specific counseling functions to be performed for d.s. students.) The assignment definitely includes responsibility for the following as part of the full-time load:

a. assisting in the development and maintenance of a system for continual evaluation of the validity of the placement testing program;

b. assisting in the development of an accountability system for counselors assigned d.s. students for required counseling;

c. assisting in the development of a counseling system to coordinate with the progress probation recommendations for d.s. students;

d. insuring the maintenance of counseling records;

e. providing recommendations to the director in the areas of financing, budgeting, staffing, and utilization of facilities for d.s. counseling activities;

f. developing and implementing appropriate staff development and in-service training activities for all d.s. personnel, with specific and particular responsibilities in this area for the counseling staff assigned to work with d.s. students.

4. Laboratory Paraprofessionals

Under the supervision of the Director of Developmental Skills and the specific direction of a certificated instructor assigned to a laboratory, the Developmental Skills Laboratory Assistant (a paraprofessional position) assists instructors and students

by performing a variety of authorized instructional duties and routine clerical tasks. The duties and responsibilities include the following:

a. assisting instructors in diagnostic and pre- and post-testing of students;

b. assisting individual or small groups of students in the fulfillment of lab and class prescriptions as directed by instructors;

c. organizing study groups of students as needed;

d. conducting lab orientation sessions and/or tours for students enrolled in d.s. courses as directed by instructors;

e. explaining and implementing standard lab procedures;

f. explaining lab procedures and giving directions to lab tutors, under supervision of a lab or class instructor;

g. explaining lab programs, materials, and functions to students as requested by d.s. class or lab instructors or counselors;

h. administering and scoring tests and reporting test results as directed;

i. maintaining lab attendance records and census rosters as directed;

j. maintaining student aide records as directed;

k. organizing and maintaining lab materials and supplies as directed;

l. taking inventory of lab equipment, furnishings, and materials;

m. checking lab equipment and materials and arranging for service, repair, or replacement as needed and as directed.

IX. Recommendations: Means and Method of Implementing the Developmental Skills Committee's Proposals

A. Means

In recommending a comprehensive and well coordinated d.s. system of instruction and services for d.s. students, the Developmental Skills Committee reaffirms the assumption stated on page 4: "The proposals of this committee must take into account campus budgetary constraints on the amount of new money available to fund proposed courses and services above the present level of funding for currently available courses and services for d.s. students." Implied in this assumption is the fact that the proposed d.s. program must be supported with little or no increase in the amount of general operation funds which presently support instruction and services for d.s. students.

On the other hand, the Developmental Skills Committee affirms that F.C.C. and the district must be committed to implementing the proposal as an integral part of the institution with the majority of the support of the program coming from general operation funds after it is fully implemented. The Committee firmly believes that the current cost to support present efforts and a high rate of student attrition justifies budgetary support for developing and implementing a comprehensive, well coordinated system to meet more effectively the needs of that one-third of entering students who are not prepared for college work. To achieve implementation without overtaxing XX budget funds, the Developmental Skills Committee recommends that its proposed comprehensive and coordinated program be financed by using a combination of funds from three primary sources as specified below.

1. Recurring Categorical Funds

The Developmental Skills Committee anticipates that a large number of d.s. students would meet the guideline definitions of at least one of three categorical fund sources which are annually available for supporting the college's efforts to assist these defined students:

- the learning disabled definition to justify the proposed d.s. programs using Enabler funds to assist these students,
- the disadvantaged definition to justify the proposed d.s. programs using EOP&S funds to assist these students,
- the vocational education definition to justify the the use of VEA funds for students in the d.s. program.

Depending upon the funding category guidelines, funds from these three sources can be used for:

- assessing student abilities,
- counseling for placement and progress in classes,
- purchasing materials,
- providing instructional services and/or instructional support services such as tutoring or career advisement.

To justify the use of categorical funds from these sources in the development and implementation of the proposed d.s. program, two requisites must be met: first, effective coordination of the d.s. program with the present categorically funded programs and second, establishment of auditing procedures that identify each d.s. student who meets one or more of these definitions.

Both of these requisites are provided for in this proposal. Moreover, the fact that on occasion the college has returned

unspent funds allocated from one or more of the categorical fund sources provides some of the impetus for recommending that the proposed d.s. program initially be funded in part from categorical funds made available from these three sources. However, any use of categorical funds for implementation of this proposal must be done in such a way that the integrity of categorically funded programs is maintained.

2. Grants

Grant funds of limited duration used to fund projects with specified objectives to be completed during the funded period are also available to support parts of the initial development and implementation of the proposed system.

Last year the Developmental Skills Committee applied for and received grant funds from the California Community College Chancellor's Fund for the Improvement of Instruction to enable the Committee to meet its charge and fulfill its objectives. Among the activities underwritten by these grant monies this year are the development of this proposal, the initial curriculum and materials development for some of the proposed courses, and the investigation and procurement of some instructional materials appropriate for some of the proposed laboratory classes. In general, this grant is enabling us to move to the point where at least parts of this proposal could be ready for pilot testing beginning in the 1981 fall semester if this proposal is approved.

Moreover, this year the Developmental Skills Committee, working with John Strahl, District Coordinator, Occupational Education, has applied for grant monies from this same fund to

underwrite partial cost of our continuing curricular development efforts and to assist in the implementation of other elements contained in this proposal in the event that this proposal is approved.

In addition, the MSE Division currently is just past the midpoint in a National Science Foundation funded project to develop the math laboratory. With one more year of funding for this project, monies from this fund could also, within the limits of the NSF grant specifications, be directed to support development and implementation of some elements of the d.s. proposal.

3. Redirection in the Allocation of General Operation Funds

The Developmental Skills Committee is proposing that each division include in its offerings courses that are appropriate for d.s. students and identified as d.s. courses. Thus, d.s. course offerings would be a portion of a division's curriculum and would be allocated funds from that division's budget for the instruction of these courses in the same manner that general operating funds are allocated for instruction in, for example, English 50/56 AB, an identified d.s. course, in the Humanities Division.

Because the application of course prerequisites in a division would direct d.s. students away from enrollment in courses in which they presently enroll, with little or no chance for success, and would direct them toward enrollment in d.s. classes in that division, logic dictates that during the time that this redirection of students occurs, the W.S.C.H. in a division will increase in courses at the d.s. level and decrease in courses at the more advanced levels. Also, although it is difficult to be specific

about magnitude, the Committee anticipates that this redirection of students to classes with subject matter they are better able to master may increase the retention rate. Thus, besides increasing the W.S.C.H. accruing from d.s. instruction, the proposal could increase the district's A.D.A. income.

Thus, the Committee is proposing that, as W.S.C.H. and A.D.A. derived from d.s. instruction increase because of the implementation of this recommended comprehensive and coordinated program, a division's staff and resources be adjusted accordingly. In budgetary terms this redirection in W.S.C.H. should be accompanied by a redirection of the general operating funds supporting a division's course offerings.

Another kind of redirection of present resources is possible to provide support from general operating fund monies for the proposed d.s. program. Embryonic elements embedded in this proposal, which calls for development of laboratory instruction, are currently being funded by XX budget funds supporting the Tutorial Center and Math Laboratory. Any increases in W.S.C.H. in these laboratories created by their personnel working with more d.s. students for more hours, as a result of implementing more laboratory instruction, justifies the allocation of proportionately increased XX budget monies for such instruction.

At this writing, it is difficult to specify the magnitude of additional instructional laboratory W.S.C.H. which would accrue from each of the d.s. instructional components described in this report mainly because of the uncertainty of how, when, or to what extent each will be developed. However, it is reasonable

to assume that the Tutorial Center and Math Lab will accrue additional W.S.C.H. which, when translated into dollars, will go a long way towards supporting the proposed laboratory-based components. Additionally, it is reasonable to assume that a d.s. director with the necessary time, resources, and responsibility will be able to substantially increase the laboratory-generated W.S.C.H. A computer-assisted enrollment and attendance recording system, a coordinated student referral procedure, and laboratory based mini-courses are examples of activities that the d.s. director could develop to maximize W.S.C.H. within instructionally sound constraints.

The Developmental Skills Committee believes it reasonable to expect that during the first year of implementation of the d.s. proposal an additional 550 W.S.C.H. will be generated from the aggregate of new and modified laboratory instructional components and the director's coordinating/supervisory effort. In terms of teacher-time, this additional W.S.C.H. would support the equivalent of one F.T.E. (35 hours per week) laboratory instructor or whatever other instructional service is appropriate for or required by the d.s. program.

With time and experience, the knowledge of how to generate W.S.C.H. should make possible the generation of additional W.S.C.H. which, when translated into dollars, could also be used to help support the d.s. program. Although specifics are difficult to determine at this point, analysis of the program as proposed here and knowledge of what is being done at other colleges lead the

Committee to conclude that the proposed d.s. program would require little, if any, additional operating budget funds. In fact, the Committee believes that full implementation of its proposed d.s. program will quite possibly contribute to an increased institutional W.S.C.H./F.T.E. average.

In summary, the Developmental Skills Committee maintains that identification of the number of A.D.A. units or W.S.C.H. generated by current d.s. student instructional efforts can be used to establish the base line of current efforts. Against this base line, any increase in W.S.C.H. generated from both currently taught as well as proposed d.s. courses would justify an increased share of general operation funds to pay for the cost of instruction of d.s. students who are, as a result of the proposed comprehensive, coordinated d.s. program, directed away from study in courses at more advanced levels of instruction and toward these courses and services tailored to meet their educational needs more effectively. Redirection of general operation fund allocations, supplemented by monies made available from recurring categorical fund sources or from grants, would form the basis of the budget for the proposed d.s. program during the initial three years of the implementation process.

B. Method of Implementing the Proposed Developmental Skills Program

Section VIII and Section IX Part A recognize the financial and organizational constraints posed by existing operations for implementation of the proposal. In this section, the Developmental Skills Committee proposes an implementation plan developed in light of these constraints as well as those posed by facilities and staff.

The Developmental Skills Committee recommends that a developmental skills implementation committee be established and charged with steering the three-stage implementation process outlined below.

Furthermore, the Committee recommends that the membership of this D.S. Program Implementation Committee include, but not be limited to, the Dean of Instruction, the Dean of Student Services, and faculty and administrative representatives selected from the current membership of the Developmental Skills Committee. In the selection of faculty and administrative representatives from the current membership of the Developmental Skills Committee, strong consideration should be given to including on this Implementation Committee the administrators of categorically funded programs which are called upon to support, in part, the proposal.

Finally, the Developmental Skills Committee recommends that the duties of this proposed D.S. Program Implementation Committee include the following:

- identify the director of the d.s. program who would function as the executive arm of this committee,
- set the priorities for the implementation process,
- provide the direction necessary to insure that clear lines of demarcation exist between the duties and responsibilities of the proposed director and those of existing managers,
- develop guidelines and procedures that will insure effective coordination among managers who are called upon to coordinate and that will enable mitigation of any differences that may occur in the process of coordination,

- assist in the redirecting of staff, facilities, and resources to support the program,
- assist in the identification and/or acquisition of funds to support the program,
- assist in the location and assignment of facilities,
- develop the priorities and justification for the reassignment of current staff to the d.s. program and for replacements when positions become vacant,
- establish the specific time frame for each component and denote the particular activities to be completed in this time frame,
- assist in developing and maintaining the interdisciplinary communications necessary for broad based acceptance of the program,
- provide direction necessary to insure that program integrity and audit responsibility of categorical funds and categorically funded programs, as well as the integrity of instructional programs, is preserved,
- provide encouragement and stimulate motivation for implementing the components of the proposed program,
- provide direction necessary to insure that the proposed three-stage, phase-in process of implementation occurs successfully and smoothly within the three year period suggested below.

The three-stage implementation process suggested by the Committee requires a period of three years to achieve full implementation. In general, year one would be devoted to development of each component, year two to the testing and debugging of the system, and year three to full implementation of the entire system and initial evaluation of the fully implemented program. More specifically, the Committee suggests that the first year include identifying the parts in each component of the proposal to be developed and then developing and pilot testing key portions of these parts. The second year includes the developing and pilot testing of any remaining parts in the components of the program, training of staff, and testing the program as a functioning system in order to optimize its functioning. During the third and final implementation year, the entire proposed program is to be fully operational and would be assessed at the end of the year to determine its effectiveness in meeting its goals and objectives.

Among the tasks and activities to be initiated and completed during Stage 1 are the following:

- identifying the director,
- developing and pilot testing selected readiness courses and their curricula,
- revising English 50/56 and 77 and Math 70,
- developing and pilot testing selected laboratory adjuncts to d.s. classes and the materials needed in these lab adjuncts,
- developing key portions of the proposal in the areas of assessment, placement testing, counseling, and student progress,
- developing a system of accountability and auditing procedures.

During Stage 2, the following tasks and activities are among those to be completed:

- developing and pilot testing of any remaining elements among all the d.s. components in instruction, counseling, and student services,
- initiating the expanded placement testing program on a trial basis,
- initiating the establishment of skills prerequisites to be denoted for all courses where such denotation is appropriate,
- developing and implementing the systems for determining the effectiveness of the d.s. program and the validity of student placement,
- implementing staff development and training program and activities for staff working with d.s. students.

The last stage of implementation, Stage 3, is, in effect, the first year in which all components of this proposal would be fully and systematically operational. Among the tasks and activities to be performed during this stage are the following:

- effecting the change from recommended placement for identified d.s. students to required placement,
- assessing the effectiveness and reliability of the systems for placing and tracking students,
- assessing the effectiveness and reliability of the systems for maintaining audit procedures, fiscal and personnel accountability data, and component and program accountability data,
- evaluating staff development and training programs and activities to insure that these efforts are adequate and relevant in accomplishing the overall goal and specific objectives,

- implementing the counseling component required of students who fail to progress in a course or from one level of d.s. instruction to the next,

- implementing the procedures to be used in progress disqualification leading to dismissal,

- evaluating the program as a whole to insure that both the elements in each component and all the components of the program function together as a coordinated system which appropriately and effectively serves d.s. students.

Of course, the proposed D.S. Program Implementation Committee will decide what is implemented and when it is implemented. However, with adherence to the plan outlined above for implementing its proposed recommendations, the Developmental Skills Committee is confident that in three years' time, F.C.C. will provide d.s. students with a humane, comprehensive, and well coordinated program of instruction and services that is both cost effective and educationally sound.

X. Summary of Recommendations

A. Section II: Scope

1. A developmental skills student is one who currently either

a. scores below the twentieth percentile on either the reading or writing placement tests in English,

or

scores below the fiftieth percentile on the computation test in math,

or

b. has an academic status code of E through N,

or

c. has graduated from high school within the preceding three years with a G.P.A. of less than 2.00.

2. Courses for d.s. students should be stratified according to levels of difficulty to enable sequential progress in a smooth and continuous manner from one level to the next.

3. The responsibility for developing curriculum or services recommended in this proposal belongs to staff members teaching or counseling in the area affected by specific proposals, but all are to be encouraged to seek interdisciplinary cooperation and involvement in the process of development.

B. Section III: Methodology

1. D.S. courses should be lecture/laboratory combinations whenever possible.

2. D.S. courses should be taught, whenever possible, by the mastery system.

3. Regardless of methodological variations among d.s. courses, the content and objectives of each d.s. course are to be clearly spelled out and promulgated for three audiences: (1) the teacher of the course, (2) the counselor/advisor who directs students into

these courses, and (3) the student who needs remediation.

C. Section IV: D.S. Course Recommendations

1. English

a. For native speakers of English, two sequential levels of study in the areas of reading and writing should be established by revising English 50/56 and 77. Each revised course should address writing and reading remediation in such a way that one course follows from the other and so that completion of the second level course provides students with the knowledge and skill to enter and be successful in English 51.

b. A series of English courses composed of sequential levels should be developed for students who are not native speakers of English and whose knowledge of and skill in English is insufficient for successful study in English. While not specifying the exact number of levels, the recommendation calls for a sufficient number so that both beginning and intermediate students can progress smoothly to the advanced level of usage required by English 51.

c. A laboratory-based, prescriptive system of learning skills modules in reading and writing should be developed in order to supplement instruction in the study of English. These modules should be considered an adjunct to d.s. classes and should be designed so that a student's specifically diagnosed weakness in an area of reading or writing can be remediated by instructor-supervised, self-paced independent study.

d. Special emphasis sections (e.g., sections of English-as-a-second-language courses for students whose first language is

Spanish or sections of English 77 for students with learning disabilities) should continue to be offered for groups of students with common backgrounds.

2. Mathematics

An open entry/exit, laboratory-based prescriptive component of supervised practice should be required of all students not making satisfactory progress in Math 70. This component should be tied to Math 70 in such a way that units of credit received for Math 70 are contingent upon fulfilling prescribed study and practice requirements.

3. Readiness Courses

Readiness courses, which concurrently stress learning techniques, basic skills, and subject matter information and which use materials in the discipline area that are at a level of difficulty and sophistication appropriate for d.s. student abilities, should be developed by and taught in each division. Examples of possible courses for each division are listed in the proposal.

4. Guidance Courses

Orientation and guidance courses should be developed specifically for d.s. students. The instructional material and requirements for successful completion should be consistent with d.s. student ability. Areas of study that these courses should include are denoted in the proposal.

D. Section V: Placement of Students in Courses

1. Student Assessment Service

a. All assessment activities, whether placement testing, career interest and aptitude testing, or in-depth diagnostic testing, should initiate from a single, centrally accessible location,

preferably in the Student Services area.

b. One person should be charged with overseeing all aspects of assessment, and sufficient staff should be available so that testing services could be obtained Monday through Thursday between 9:00 a.m. and 8:00 p.m. and on Friday from 9:00 a.m. to 4:00 p.m.

c. The use of categorical funds, such as those from AB 2670, should be investigated as a means to support the assessment program.

d. Audit procedures which allow useful tracking of both funds and students should be developed and coordinated with the recommended testing and instructional components of this proposal.

2. Placement Testing for Course Enrollment

a. All students enrolling in seven or more units for the first time should be assessed.

b. Any student enrolling in fewer than seven units should be required to provide evidence of fulfillment of skill prerequisites for those courses which specifically require them; placement test scores should be used as one means of determining the eligibility to enroll.

c. A review process should be developed by which students may petition to have placement test score requirements waived for good cause. The process should provide the means to evaluate the validity and reliability of professional judgment when that, rather than test scores, determines placement.

3. Application of Course Prerequisites

a. For all courses with implied skills prerequisites, a system denoting levels of sequentially difficult categories of courses

should be developed, these levels being defined by their relationship to the ladder of skills level inherent in corresponding English or mathematics courses. The level one category would contain all courses appropriate for students with negligible ability and skill in reading, writing or arithmetic. The level two category would contain all readiness courses and other courses appropriate for students whose reading, writing, or arithmetic abilities and skills do not qualify them for placement in the next higher category, that is, the one that would include English 51, Math 50 and other courses that meet graduation requirements. The chart on page 25 illustrates this concept.

b. For all courses relying to a substantial extent on reading, writing, or calculating skills, skills prerequisites should be denoted and phased in with the placement testing program during a period of two to three years.

c. This skills prerequisite system should be augmented to include the use of previous courses completed with a grade of "C" or better as a means to establish eligibility for entry to courses.

d. Continual evaluation of the placement testing program should be mandated for the purpose of making needed adjustments to prerequisite scores or for modifying the procedures being used.

E. Section VI: Student Progress

1. Counseling

A required counseling component should be developed and adopted to assist all d.s. students who have difficulty progressing at a reasonable rate.

2. Progress Probation

Developmental skills students who complete a second semester of study without qualifying for progression to the next higher level of classes should be subject to progress probation procedures that lead to disqualification and dismissal. In determining the percentage of courses completed, consideration should be given to including courses in which D's or F's are earned in addition to other units attempted but not completed.

F. Section VII: Credit and Credit Limitation for Developmental Skills Courses

1. Units of Credit for Developmental Skills Courses

An appropriate number of elective units of credit should be accorded each d.s. course, and the number of units should be assigned in the traditional way as described on page 28.

2. Limitations on Units for Developmental Skills Study

All d.s. courses should be categorized as electives with a maximum of nine units of these elective units applying toward the sixty units needed for graduation.

G. Section VIII: Developmental Skills Program Personnel

1. The Need for a Systematically-Coordinated Program

a. All of the proposed components enumerated above should be integrated to comprise a well-coordinated system of instruction and services for d.s. students.

b. To achieve a coordinated system, a proposal for management and staffing is outlined for consideration and implementation.

2. Staff Components of a Systematically Coordinated Developmental Skills Program

The duties and responsibilities of the proposed director/coordinator, instructor specialists, counselor specialists, and laboratory paraprofessionals are enumerated in detail in this section.

H. Section IX: Means and Method of Implementing the Developmental Skills Committee Proposals

1. Means

The proposed comprehensive and coordinated program should be financed initially using a combination of funds from three primary sources, namely, categorical funds, grants, and general operation budget funds that are redirected to the program. The ways of utilizing each of these three sources are enumerated in detail in this section.

2. Method

a. A developmental skills implementation committee should be established and charged with steering the three-stage implementation process that is outlined in specific detail in this section.

b. The membership of the D.S. Program Implementation Committee should include, but not be limited to, the Dean of Instruction, the Dean of Student Services, and faculty and administrative representatives selected from the current membership of the Developmental Skills Committee. In the selection of the faculty and administrative representatives from the current membership to the Developmental Skills Committee, strong consideration should be given to including on this Implementation Committee the administrators of categorical func programs which are called upon to support, in part, the proposal.

c. The duties of this proposed committee should include all the tasks required to completely implement the proposal while taking into consideration the responsibility of categorically funded programs and instructional programs to preserve program integrity. The specific duties and responsibilities of personnel as well as the tasks suggested as appropriate for each stage of

the three-step, phase-in process are enumerated in detail in this section.

Appendix 1

STATUSES LEADING TO PROBATION AND DISQUALIFICATION

STATUS NAME	STATUS	STATUS DEFINITION (CONSTRUCTED)
REGULAR	C	Earn sem GPA < 1.75 but have cum GPA 2.00 or better
PROBATION	E	Earn a sem GPA of 1.75 ≤ X < 2.00 with cum GPA < 2.00 or Earn a sem GPA of 1.75 ≤ X < 2.00 for two consecutive semesters
PROBATION	F	Earn a sem GPA of X < 1.75 with cum GPA < 2.00 or Earn a sem GPA of X < 1.75 for two consecutive semesters
PROB CONTINUED	J	Be on probation and earn a sem GPA of 1.75 ≤ X < 2.00 or be on probation and earn a sem GPA of < 2.00 and have a cum GPA < 2.00
PROB CONTINUED	K	Be on probation and earn a sem GPA of < 1.75 for first consecutive semester
PROB SUBJ TO DISQ	M	Earn a sem GPA of < 1.75 for two consecutive semesters or students returning after first disqualification
PROB SUBJ TO DISQ	N	Students returning after having been disqualified two or more times

Appendix 2

THE UNDERPREPARED STUDENT
A
PROFILE/DEFINITION*

An underprepared student needing developmental skills courses and services is one who (A) lacks the reading, communication or computation skills necessary for successful completion of any traditional entry level community college course for which these skills are a stated or implied prerequisite, or (B) lacks the psychological and emotional characteristics necessary for success in college.

A college-level course is any course that meets certificate of achievement, graduation, or transfer requirements. An example of an implied prerequisite is one which assumes students have the basic skills ability to either read, write or compute at a level which provides them the opportunity to adequately handle the course materials. The only exception is the diagnosed disabled student for whom adequate, substitute means of performing can be provided and utilized.

Areas which include emotional or psychological characteristics that may impair performance are:

a. Lack of motivation,

b. The negative effects of life styles,

c. Lack of commitment and/or responsibility, and

d. Negative attitudes. (See attached sheets)

*This position of the Developmental Skills Committee was adopted on May 5, 1980. The operational definition was precisely denoted in 1981. When progress probation policy is effected in the 1981-82 academic year, this definition will need to be reconsidered.

For working purposes, an operational definition of the developmental skills student, that is, a student needing developmental skills courses and/or services, is one who either:

1. scores below the twentieth percentile on either the reading or writing placement tests in English[1]

   or

   scores below the fiftieth percentile on the computation test in math[2]

   or

2. has an academic status code of E through N[3]

   or

3. has graduated from high school within the preceding three years with a GPA of less than 2.00.

1 Comparative Guidance and Placement Program. English Written Expression and Comparative Guidance and Placement Program: Reading, Educational Testing Service.

2 Comparative Guidance and Placement Program: Mathematics Computation, Educational Testing Service.

3 Appendix 1 of "Recommendations of the Developmental Skills Committee" defines the academic status code categories. Categories E through N define the academic conditions that place students on probation subject to dismissal for poor academic performance.

UNDERPREPARED STUDENTS
EMOTIONAL AND PSYCHOLOGICAL CHARACTERISTICS THAT MAY IMPAIR PERFORMANCE

I. Lack of motivation

A. Goal direction - may lack a clear major or educational goal; also may be unsure about short-term educational goals or needs.

B. Belief in accomplishment - may not believe that they can accomplish what they want to accomplish; they have expectations of failure and feel helpless.

C. Unrealistic expectations - may have unrealistic notions of what they can accomplish and thereby contribute to their own failure.

D. Value system - present values may give education a low priority; high priorities may be family, finances, friends, recreation, etc.

II. Negative effect of lifestyle

A. Disorganization - daily routine reflects a take-it-as-it-comes approach; planning and time organization relative to school work are non-existent.

B. Environmental distractions - no real effort is made to adjust to the distraction or to eliminate it.

C. Past behavior pattern - have a history of educational failure or inability to function satisfactorily in a competitive setting.

D. Peer group influence - peer group dominates decisions or activities.

E. Decision making - do not have necessary skills and knowledge to make appropriate educational decisions.

F. Limited mobility - lack information regarding the community's geography, institutions, and places of commerce and industry.

III. Lack of commitment and responsibility

A. Fear of commitment - afraid to face failure or be observed in failure.

B. Lack of commitment - lack the inner direction to follow through on commitment (attendance, homework, etc.).

C. External locus of control - do not believe that their own behavior is responsible for their condition or situation; tend to shift blame to someone else.

D. Inability to accept physical difference - consider physical difference as a disability.

IV. Negative attitudes

A. Attitude toward education - have feelings of hostility toward educational institutions and processes.

B. Cultural bias - see the institution as not relevant to their needs or as a threat to their culture.

C. Low self-concept - causes student to be shy, inhibited, non-participating; various fears influence behavior.

D. Self-image - have low self-esteem which exhibits itself in shyness and in inhibited, non-participating behavior; seen by others as being non-communicative or uninterested in education.

E. Free ride - believe "the system (FCC) owes me an education. Here I am . . . teach me if you can."

Appendix 3

NARRATIVE DESCRIPTION OF CURRENTLY OFFERED SERVICES FOR THE UNDERPREPARED STUDENT

TUTORIAL CENTER SERVICES: The tutorial program serves all students at FCC who want to improve their learning or test-taking skills, increase their knowledge of a subject area, or increase their mastery of basic communication or computational skills. Instruction in the Tutorial Center is accomplished in Individualized Learning 100, Learning Assistance, a 0-unit, non-graded, open enrollment course. One section uses one-to-one tutoring while the others emphasize the basic skills of writing, reading, spelling, ESL speaking and listening, ESL reading and writing, and GED preparation. In addition to this course work, the Tutorial Center provides the tutorial lab components of various developmental skills courses including English 54AB and English 77. Another service of the Center is to provide class-attached tutors for all foreign language sections and for selected sections in biology, accounting, data processing, English, electronics, automotive, sociology, and political science courses. Approximately 35% of the students and 50% of the contact hours in Individualized Learning 100 sections are at the developmental skills level as defined by the committee.

EOP&S SERVICES: The Extended Opportunity Program and Services project provides a comprehensive program of services for disadvantaged students in addition to what the college provides. These services include providing students with academic and personal counseling, career guidance planning, tutorial help, and financial aid assistance. Additionally, the office assists with the recruiting of students, provides outreach to the Native American community, helps develop materials for cultural studies classes, offers a summer readiness program, offers a component program for ex-offenders, and provides social services and transfer assistance. These services are provided intensively in order to insure students that they have the opportunity to both attend and successfully complete their educational goals.

ENABLER SERVICES: The Enabler program deals with the cognitive, affective and psychomotor aspects of each student with a disability. Students eligible to take part in services of the Enabler program are those, who by reason of a physical or functional limitation, cannot pursue the total educational experience accorded the general student population, without special adaptation or assistance. This may include those with feelings of personal inadequacy and poor self-concept as well as those with a physical disability, a learning disability, chronic illnesses, an inability to function satisfactorily in a competitive work setting, a lack of goal orientation, a lack of a sense of commitment, an inability to relate to others, little confidence in their academic abilities, and/or a history of poor educational achievement. The Enabler program attempts to instill and reinforce in eligible students the characteristic of self-reliance for overcoming limitations. Students are assigned a counselor who helps them with their career planning and course selection. Full use is made of existing college programs. However, when called for, Enabler personnel provide students additional assistance through specialized instruction and intensive personal attention.

EXTENDED FAMILY SERVICES: (not available after 5-30-80). The Extended Family Program provides in-depth academic, vocational, and personal counseling in order to give students support and encouragement which shows them that the institution cares about them. Modalities used include peer counseling, career education processing, achievement and interest testing, guest speakers presentations, group desensitization, individual education planning, and values clarification. Students are not told what to do with their lives but are made aware of the range of opportunities available to them for achieving their objectives. Currently, this program is categorically funded with future funding undetermined at this time.

MATHEMATICS LAB SERVICES: The Math Lab makes available tutorial assistance and diagnostic testing service to all mathematics students. Additionally, various courses and course components are offered through the laboratory. One of these is Math 70L, a course designed for the underprepared student and taught entirely in the laboratory. In this course students are first tested to determine their level of instructional need and then allowed to complete one to three units of work through the independent study process.

COUNSELING CENTER SERVICES:

a. Career Counseling. This function involves helping students choose career goals and select appropriate courses. Related activities include exploring interests and abilities, giving interest and aptitude tests and interpreting the results, providing information, and evaluating progress.

b. Personal Problems Counseling. This function involves assisting students with the clarification and identification of their problems. It includes the processes of listening to and showing understanding and support of students, suggesting possible courses of action, providing information, making referrals, and conducting progress evaluations and follow-ups.

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